

Decision Making and Resource Allocation
in Mexican and U.S. Families: A Cross Cultural Study

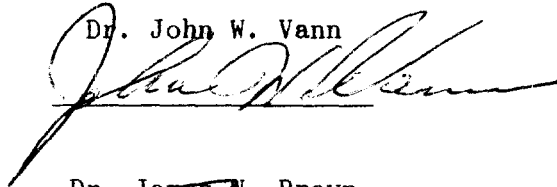
An Honors Thesis (HONRS 499)

by

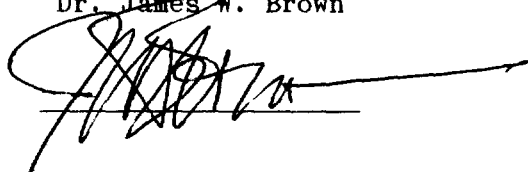
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INTRODUCTION

Every family has a certain amount of resources, whether they be time, money, goods and services, love, or information. Families allocate their given resources to activities, products and services. Through the means of these activities, products and services the family achieves its target outcome profile, as illustrated in the Figure. The family member with control allocates his/her decision power over the four domains of resources, activities, products and outcomes. This process is applied across all of the members in a family in a manner which will meet the goals and objectives of those family members who hold the decision-making power concerning resources, outcomes, and the distribution of both. These decision-makers have the power to allot the family's resources in a manner consistent with their values regarding appropriate allocation patterns. Elements which can affect the values behind the allocation of these resources are: culture, subculture, ethnicity, upbringing, social class, geographic region, religion, income, education, age differences and age cohort. For example, within the family, the mother may be the person who decides that each child should have a particular balance of academic, music, and athletic skills prior to leaving the household. This desired profile (determined by the mother -- possibly through negotiation with the father and the children) could direct expenditures for a corresponding profile of music lessons, athletic lessons (swimming, basketball camps, etc.), equipment (piano, basketball hoop, special clothing, encyclopedias), or trips to museums.

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In this study the effect of culture on the values behind the allocation of these resources within families was examined by comparing families from Mexico and the United States. Other elements were held constant, allowing an

examination of the differences that culture can have on the resources, activities, products and services, outcomes, and person with decision-making power.

METHOD

There were Spanish and English versions of the questionnaire. Upon entering the room, each student was given a questionnaire in Spanish if the language spoken in the country in which she grew up was Spanish. All other students were given the English version. Oral instruction was given in Spanish to the group who received the Spanish version and then in English to those with the English version.

Subjects

The sample consisted of 142 high school girls attending a private, parochial school in southern Indiana. This intact group consisted of 53 Mexican girls, 79 American girls, and 10 girls from Germany, Spain, Japan, Saudi Arabia, Panama, or Ecuador. Surveys completed by girls from countries other than Mexico or the United States were not reported in this study of differences in family decision making and allocation of resources among family members in Mexican and American families.

It was very fortuitous that this intact group of girls was available to study. With the exception of country of origin, this group represented a microcosm where alternative explanations were largely eliminated. The girls who attend this school are primarily from upper-middle class families. They are all girls from the ages of 13-19. 83% of them are Catholic, with only one Muslim, 11 Protestants, and nine girls from various other religions. Since most of the subjects are minors, permission to conduct the survey was granted by the school's principal, *en loco parentis*.

Questionnaire

The different sections of the questionnaire correspond to the different components of the Family Resource Allocation model, presented earlier. Topics addressed in the questionnaire are:

1. Basic demographics
2. Activities in which the respondents participate while in their home country
3. Who within their families decides that they participate in those activities
4. How they perceive that their parents allocate their own discretionary time
5. How the respondent spends her discretionary time
6. What her parents want for her to achieve in life
7. What her parents want for her male siblings to achieve in life
8. What products she considers to be her own
9. Which services are employed in her household by someone other than an immediate family member

The questionnaire was written first in English and then translated into Spanish. Back translations were made on every question by several native Spanish speakers. In order to test the clarity of this questionnaire, it was administered to Spanish and English speakers of many different age levels.

Administration Procedure

The survey was administered in the school's gymnasium. As the subjects entered the gymnasium, they were directed to sit in one section if their native language was Spanish and in another section if it was not. Some teachers were present in order to maintain discipline and to pass out questionnaires and pencils. The survey administrator followed prepared, equivalent protocols when giving the instructions in both Spanish and English. Within the questionnaires there were two stopping points so that the respondents could ask

any questions and the administrator could answer questions uniformly to all respondents, therefore limiting the possibility of administrator bias. The administrator could also maintain better control with these pauses. Any questions concerning the questionnaire were directed only to the administrator. The duration of the testing was approximately 50 minutes.

Coding

Several of the questions in the questionnaire were open-ended. In coding these, all of the responses were read to develop categories based upon the responses that were most frequent. The responses were then assigned to these categories.

ANALYSIS

The respondents were chosen from an intact group. There was no randomization used in selecting this sample. Therefore, the findings of this study cannot be projected to a larger population of Mexicans or Americans. Nevertheless statistical tests were conducted to give some sense of the magnitude of the observed differences and measures of association. Differences in means (with associated t-tests) and crosstabulations (with associated χ^2 tests) were examined as appropriate.

RESULTS AND DISCUSSION

Table 1--Mothers' Time Allocation

Respondents were asked to carefully consider what their mother does on a typical weekday. If her mother has a job, the respondent should have just considered the time when her mother is not at work. Given the list of activities shown in Table 1, each girl was asked to distribute a total of 100 points according to how much time she thinks that her mother spends on each activity. Interestingly, it was discovered that the American mothers spend more time on

themselves than do the Mexican mothers. Some priming examples given on the questionnaire to define this response category were: reading a book, doing exercise, or playing cards with friends. These American women also spend considerably more time working around the house--as can be expected since they employ fewer of the outside services than do the Mexican families. The other two categories in which there were significant differences are the time that the mothers spend with their families as a whole, and the time that they spend with their third oldest son. In both of these cases the Mexican mothers spend more time than do the American mothers.

Place Table 1 about Here

Table 2--Fathers' Time Allocation

Table 2 is almost identical to Table 1, except that it concerns the respondents' fathers instead of their mothers. Interestingly, the discretionary time of fathers closely correlates with that of the girls' mothers. The American father spends 27.6% of his time on himself, while the Mexican man spends only 8.5%. With their wives they spend almost equal amounts of time. Spending time with his whole family is where the Mexican men rank the highest, and this is significantly different than the amount of time that the American men spend with their families--27.5% as opposed to 18.1%. Also stemming from the outside services employed (Table 6) is the fact that American men spend substantially more time working around the house (20%) than do the Mexican men (4.8%).

Place Table 2 about Here

Table 3--Girls' Time Allocation

Respondents were asked to think about how they spend their own time, not including the time they spend at school or on school-related activities, and

then to distribute 100 points of time over the following categories. These categories were: recreation, help around the house, and academics. The only category that showed a significance between the Mexicans' and the Americans' use of discretionary time was that of helping around the house. This can also be explained from the information in Table 6, concerning the outside household services rendered. The Mexican girls spend, on the average, 12.3% of their time helping around the house, while the American girls spend 19.2% of their discretionary time doing domestic chores.

Place Table 3 about Here

Table 4--Activities

Table 4 presents the percentage of those respondents participate in each of the given list of activities and those who listed a given activity as one of her "Top 5" activities--those 5 to which she dedicates most of her time. It can easily be seen that for many of the activities, there is a significant difference in the percentages of Americans and Mexicans listing the given activity among the "Top 5". Data in this table are based on two questions. The first question asked the respondents in which of these given activities she participates in her free time while she is in her home country. This distinction about her home country was important in order to discover what the Mexican girls are doing while they are in Mexico and not in which activities they participate while they are attending this school in the United States. The second question asked the respondents to chose from the previous list those five activities to which they dedicate the most time. Some of the most interesting differences are that significantly more Mexican girls spend time being with family, being with friends, and talking on the phone than their U.S. counterparts. Another area of interest is that twice as many Mexicans go to

the beach as the Americans do, but half as many participate in swimming activities. It seems that the American girls have to work considerably more than the Mexican girls do as can be seen by the fact that 39.2% of the Americans have jobs and 62% spend time babysitting, while the Mexicans spend 1.9% and 28.3% accordingly.

Place Table 4 about Here

Table 5--Decision-Making Power

Besides discovering the differences in the allocations of resources, activities, products and services, and target outcomes, the allocation of decision power was also examined. After the respondents had selected the five activities to which they dedicate the most time, they were asked to describe who decided that they participate in these activities. The list from which the respondents could choose contained the categories of: your father alone, your mother alone, you alone, you and your mother, you and your father, your parents together, you and your parents, and other. Table 9 shows the respondents' perceptions as to who within the family holds the decision-making power over the five activities that they selected as being their most frequent. In both cultures the respondents perceived themselves as the person with the most decision-making power. The category with the second highest ranking was that in which the girl and both of her parents decided things together. It is interesting that the girls see themselves as having much control over their own activities. There was only a slight difference between the two cultures concerning activities that were decided for the girl by her parents. In this case slightly more Mexican parents have decision-making power over their daughters' activities.

Place Table 5 about Here

Table 6--Products and Services

The sixth table is divided into two sections, one for products, and the second for services. In the first section the respondents were given a list of products from which to choose, and asked to indicate which of these products they considered to be their own, even if they did not pay for the item with their own money. Of the ten products that were listed, there was a significant difference in ownership in seven of the products, with the Mexican girls more frequently possessing the products than the American girls in all seven cases. The products showing the greatest differences in descending order were: televisions, cars, computers, pets, credit cards, stereos, and bedrooms. Those products not showing a particular difference by nationality were: musical instruments, bank accounts, and bikes.

The second part of this table depicts the differences in some services employed in the household. The respondents were given a list of eight services from which to choose, and asked to check the household services which are done in their home country by someone outside of their family. The respondents were asked if they had someone who . . . cleans their house, does their laundry, cooks, mows their lawn, washes their cars, chauffeurs them, tutors the children, or tends their flower beds/hedges. In all of these categories, a greater percentage of Mexican families had services provided by others than did the American families. The smallest difference was in the chauffeur category, with 45.1% of the Mexicans employing a chauffeur and only 5.4% of the Americans employing one. The largest difference occurred with having an outside person doing their laundry. Only 17.6% of the American households have someone outside the family do their laundry, while 90.2% of the Mexican households do.

Place Table 6 about Here

Table 7--Outcomes for Girls

In order to discover the target outcome allocation from the Family Resource Allocation Model, the respondents were asked what they thought that their parents wanted for them to accomplish in life. They were given the examples: to play a musical instrument, to have a family, to have social graces, and to make lots of money. Spaces were left for up to eight answers. As can be seen from Table 7, there were quite a few areas in which the two cultures differed. For example, more Americans think that their parents want them to be happy, to make money, and to have good careers than the percentage of Mexicans that thought that their parents did. They also put much emphasis on having a good education, and on having a family or being married, but not to the extreme that the Mexicans did. Interestingly, 24.5% of the Mexican girls said that their parents want for them to learn to speak English. Obviously, none of the American girls listed this as one of their objectives, but curiously enough, they did not list learning any foreign language as being important.

After evaluating the questionnaires, the researchers realized that there may be a discrepancy in the categories of "to have a good education" and "to have social graces". It was learned that in Spanish there is only one phrase that expresses both of these English phrases, thereby causing confusion when coding. For example, when a Mexican girl listed "tener buena educacion", it could not be distinguished as to whether she meant "to have a good education" or "to have social graces".

Place Table 7 about Here

Table 8--Outcomes for Boys

The penultimate section of the questionnaire dealt with the differences of the allocation of resources, activities, and outcomes between the respondents and their male siblings. If a respondent did not have any brothers she was asked to skip this section and proceed to the last section.

In this section the respondents were asked what they thought that their parents wanted for their brothers to accomplish in life. Here, there were not as many differences. According to the girls's perceptions, 71.4% of the American families want their boys to be happy, while only 37.5% of the Mexicans listed this as being important. Another area of significance is in the outcome of having a family/getting married, where the Mexicans dominate with 87.5% as opposed to the Americans' 67.4%. There is also a relatively small, but significant difference in the self-actualizing category, with the Mexicans putting only a little more importance on this.

Place Table 8 about Here

Table 9--Demographics

Table 9 demonstrates the distribution of both groups across categories as far as demographics are concerned. The average age of the Mexican girls attending this school was 16.4 years old as opposed to 15.7 for the American girls. This fact can be used to understand and explain some of the differences between the groups, especially in the areas of products, and activities. For example, this statistic may possibly explain why so many more Mexicans spend time "driving around" (See Table 4), and having their own cars (See Table 6). A large number of the American girls cannot even have their driving licenses, because of their ages.

As stated earlier, this group of girls was chosen because the variables of age, religion, sex, and social class were the same, or closely related.

Without getting into the income questions, it intended to determine more or less from what socio-economic level these girls came from. This was done by asking the girls what their parents' education levels were, and what their occupations were--if they were employed. The largest difference noted in the demographic section was that only 11.3% of the Mexican mothers work for income, compared to the 76.6% of American mothers who work for income. On the average, too, the Mexican mothers have not reached the same education level as have the American mothers.

Place Table 9 about Here

CONCLUSIONS

In summary, this study has shown some very exciting differences between the cultures of Mexico and the United States. The perspective from a teenage girl may be quite different from that of an adult or an elderly person. Concerning the activities, the main distinctions are that the Mexican girls tend to spend more time with their families and friends. They seem to be more gregarious than their American counterparts. The Americans, on the other hand, tend to spend more time reading books, working outside the home and helping around their own homes.

The household services provided by others shows a drastic distinction between the cultures. The Mexican families scored higher than the Americans in all of the service categories. This could be partly explained by the very inexpensive cost of labor in Mexico. For example, to have a maid in the United States would cost several times the amount that it would in Mexico.

FIGURE

FAMILY RESOURCE ALLOCATION MODEL

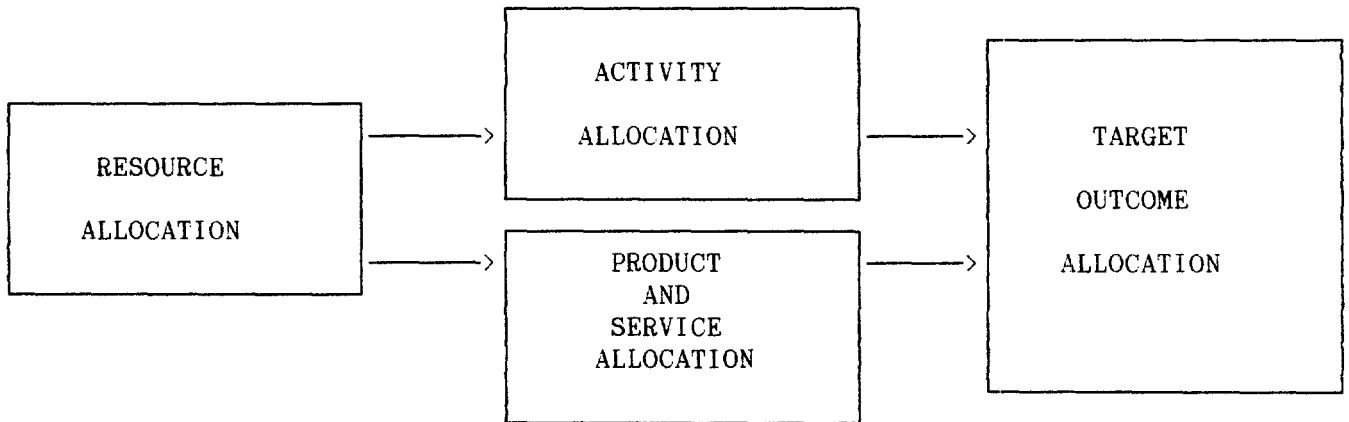


TABLE 1
MOTHERS' DISCRETIONARY TIME

TIME SPENT. . .	MEXICANS	AMERICANS
On herself	7.9%	19.0% ^c
With her husband	12.8	11.7
With her family as a whole	24.7	17.4 ^a
Working around the house	12.3	25.5 ^c
With oldest son	12.7	10.2
With second oldest son	12.5	8.5
With third oldest son	8.5	.4 ^a
With fourth oldest son	5.5	0.0
With oldest daughter	13.3	13.5
With second oldest daughter	10.8	12.9
With third oldest daughter	11.6	10.4
With fourth oldest daughter	10.4	16.5

^a p < .05 (two-tailed t-test)

^b p < .01 (two-tailed t-test)

^c p < .001 (two-tailed t-test)

TABLE 2
FATHERS' DISCRETIONARY TIME

TIME SPENT. . .	MEXICANS	AMERICANS
On himself	8.5x	27.6x^c
With his wife	15.3	11.8
With his family as a whole	27.5	18.1^b
Working around the house	4.8	20.0^c
With oldest son	14.4	9.1^a
With second oldest son	12.2	7.1
With third oldest son	8.4	4.0
With oldest daughter	13.5	12.4
With second oldest daughter	11.7	11.8
With third oldest daughter	12.2	10.5
With fourth oldest daughter	11.0	8.7

^a p < .05 (two-tailed t-test)

^b p < .01 (two-tailed t-test)

^c p < .001 (two-tailed t-test)

TABLE 3
GIRLS' DISCRETIONARY TIME

TIME SPENT. . .	MEXICANS	AMERICANS
On recreation	44.5%	39.3%
Helping around the house	12.3	19.2 ^b
On academics	43.2	43.6

^a p < .05 (two-tailed t-test)

^b p < .01 (two-tailed t-test)

^c p < .001 (two-tailed t-test)

TABLE 4
ACTIVITIES

ACTIVITY	PERCENT WHO PARTICIPATE IN THIS ACTIVITY		PERCENT LISTING ACTIVITY AMONG TOP 5	
	Mexicans	Americans	Mexicans	Americans
Being with friends	100.0%	91.1% ^a	94.3%	67.0% ^c
Music/voice activities	41.5	38.0	5.7	7.6
Going to dances/parties	100.0	82.3 ^c	45.3	26.6 ^a
Being with family	98.1	81.0 ^b	90.6	57.0 ^c
Attending sports events	67.9	76.0	0.0	12.7 ^b
Going to the beach	83.0	48.1 ^c	1.9	1.3
Church activities	79.3	40.5 ^c	11.3	7.6
Listening to music	94.3	97.5	20.8	30.4
Driving a car	83.0	54.4 ^c	24.5	8.9 ^a
Movies/Plays/Musicals	75.5	83.5	0.0	12.7 ^b
Job (not at home)	1.9	39.2 ^c	0.0	10.1 ^b
Dance classes	50.9	12.7 ^c	11.3	6.3
Napping	62.3	68.4	0.0	6.3
Reading/Writing	67.9	74.7	9.4	35.4 ^c
Basketball	17.0	21.5	0.0	11.4 ^b
Volleyball	15.1	27.9	5.7	5.1
Swimming	37.7	67.1 ^c	5.7	6.3
Shopping/Mall	86.8	82.3	3.8	27.9 ^c
Talking on the phone	98.1	84.8 ^b	50.9	31.7 ^a
Girl Scouts	3.8	0.0	0.0	0.0
Football	1.9	13.9 ^b	0.0	0.0
Homework	86.8	64.6 ^b	20.8	38.0 ^a
Dating	86.8	64.6 ^b	15.1	13.9
Watching TV	100.0	81.0	39.6	19.0 ^b
Track	11.3	13.9	0.0	2.5
Babysitting	28.3	62.0 ^c	0.0	8.9 ^a
Bicycling	17.0	46.8 ^c	1.9	2.5
Tennis	45.3	29.1	13.2	10.1
Aerobics	75.5	21.5 ^c	18.9	2.5 ^b
Travel	84.9	50.6 ^c	7.6	7.6
4-H	0.0	8.9 ^a	0.0	3.8
Soccer	0.0	10.1 ^a	0.0	0.0
Computers	26.4	31.7	0.0	2.5

^a p < .05 (two-tailed t-test)

^b p < .01 (two-tailed t-test)

^c p < .001 (two-tailed t-test)

TABLE 5
DECISION-MAKING POWER

PERSON WITH DECISION POWER	MEXICANS ACTIVITY NUMBER						AMERICANS ACTIVITY NUMBER					
	#1	#2	#3	#4	#5	AVE	#1	#2	#3	#4	#5	AVE
Father	1.9	1.9	1.9	0.0	0.0	1.1	0.0	0.0	1.3	1.3	1.3	.8
Mother	0.0	0.0	0.0	0.0	0.0	0.0	3.8	0.0	0.0	0.0	0.0	.8
Girl alone	66.0	52.8	62.3	56.6	52.8	58.1	64.6	62.0	65.8	64.6	64.6	64.3
Girl and mother	1.9	1.9	9.4	1.9	3.8	3.8	5.1	10.1	5.1	2.5	12.7	7.1
Girl and father	0.0	1.9	0.0	1.9	0.0	.8	1.3	2.5	5.1	1.3	2.5	2.5
Both parents	7.5	5.7	0.0	9.4	3.8	5.3	1.3	1.3	2.5	2.5	0.0	1.5
Girl and both parents	22.6	34.0	24.5	30.2	35.8	29.4	21.5	20.3	16.5	20.3	17.7	19.3
Other	0.0	1.9	1.9	0.0	1.9	1.1	2.5	3.8	3.8	7.6	1.3	3.8

TABLE 6
PRODUCTS AND SERVICES

	MEXICANS	AMERICANS
<u>PRODUCTS</u>		
Your own car	82.4 x	26.9 ^c
Your own T.V.	84.3	26.9 ^c
Your own musical instrument	52.9	42.3
Your own credit card	49.0	14.1 ^c
Your own computer	49.0	11.5 ^c
Your own bank account	43.1	46.2
Your own room	94.1	82.1 ^a
Your own pet	76.5	41.0 ^c
Your own stereo	98.0	83.3 ^b
Your own bike	70.6	68.0
<u>SERVICES</u>		
Cleans house	94.1	43.2 ^c
Does laundry	90.2	17.6 ^c
Cooks	62.8	4.1 ^c
Mows lawn	94.1	37.8 ^c
Washes cars	82.4	17.6 ^c
Chauffeur	45.1	5.4 ^c
Tutor	66.7	12.2 ^c
Tends flower beds/hedges	76.5	18.9 ^c

^a p < .05 (two-tailed t-test)

^b p < .01 (two-tailed t-test)

^c p < .001 (two-tailed t-test)

TABLE 7
OUTCOMES FOR GIRLS

OUTCOMES	MEXICANS	AMERICANS
To be happy	35.9 ^a	71.2 ^{a,c}
To make money	15.1	44.9 ^c
To have a good education	90.4	65.2 ^b
To have a family/marriage	88.7	67.1 ^b
To have a career	45.3	74.3 ^c
To learn English	24.5	0.0 ^c
To continue religion	35.9	25.0
To be a good person	37.7	22.6
To be independent/responsible	24.5	13.3
To play a musical instrument	11.3	15.0
To play sports	3.8	3.4
To self-actualize	17.0	25.0
To have social graces	17.0	15.0

^a p < .05 (two-tailed t-test)

^b p < .01 (two-tailed t-test)

^c p < .001 (two-tailed t-test)

TABLE 8
OUTCOMES FOR BOYS

OUTCOMES	MEXICANS	AMERICANS
To be happy	37.5%	71.4% ^b
To make money	30.0	41.0
To have a good education	80.0	60.0
To have a family/marriage	87.5	67.4 ^a
To have a career	45.0	60.0
To learn English	15.0	0.0
To continue religion	30.0	23.5
To be a good person	35.0	27.8
To be independent/responsible	22.5	17.7
To play a musical instrument	0.0	3.1
To play sports	2.5	6.1
To self-actualize	7.5	3.0 ^a
To have social graces	15.0	15.6

^a p < .05 (two-tailed t-test)

^b p < .01 (two-tailed t-test)

TABLE 9
DEMOGRAPHICS

	MEXICANS	AMERICANS
RELIGION		
Catholic	98.1%	73.4%
Muslim	0.0	1.3
Protestant	0.0	13.9
Jewish	0.0	0.0
Other	1.9	10.1
AGE (in years)		
13	0.0	5.1
14	1.9	13.9
15	34.0	20.3
16	18.9	26.6
17	18.9	30.4
18	20.8	3.8
19	5.7	0.0
AGE (average)	16.4	15.7^a
AVERAGE NUMBER OF BROTHERS AND/OR SISTERS	2.5	2.4
EDUCATION OF PARENTS		
<u>Mother</u>		
Grade school	0.0	1.3
Some high school	3.8	3.8
High school graduate	26.4	16.5
Technical school	24.5	0.0
Some college	11.3	24.1
College graduate	28.3	20.3
Graduate school	5.7	30.4
<u>Father</u>		
Grade school	0.0	0.0
Some high school	5.7	3.8
High school graduate	7.5	7.6
Technical school	3.8	6.3
Some college	5.7	12.7
College graduate	49.1	19.0
Graduate school	26.4	38.0

^a p = .06 (two-tailed t-test)

^c p < .001 (two-tailed t-test)

TABLE 9 (continued)
DEMOGRAPHICS

	MEXICANS	AMERICANS
OCCUPATIONAL STATUS		
Mother employed outside the home	11.3	76.6 ^c
Father employed outside the home	98.1	98.6
OCCUPATION OF PARENTS		
<u>Mother</u>		
Professional	3.8	36.7
Managerial	0.0	6.3
Skilled Laborer	0.0	11.4
Unskilled Laborer	0.0	1.3
Office Personnel	3.8	8.9
Business Owner	3.8	8.9
Unemployed	88.7	22.8
<u>Father</u>		
Investor	17.0	0.0
Professional	32.1	46.8
Managerial	17.0	5.1
Skilled Laborer	0.0	17.7
Unskilled Laborer	0.0	1.3
Office Personnel	1.9	0.0
Business Owner	30.2	11.4
Don't know	1.9	17.7

^a p = .06 (two-tailed t-test)

^c p < .001 (two-tailed t-test)

PROTOCOL

LISA: Good afternoon. I'm Lisa Luebbehusen and this is Jill Hofer; we are both students of marketing at Ball State University. We are conducting research to discover differences in family decision making. We'd like to start off by thanking you for taking the time to complete our survey. Please take the time to think carefully on each question; your answers on the questionnaire will become the main focus of our study. It is important that each question is answered carefully and honestly.

JILL: We will now distribute the questionnaire; copies are available in English as well as Spanish. We ask that you take the Spanish survey if Spanish is your native language. Is there anyone here who has more than four brothers or sisters? If so raise your hand. (Go to students and give them extra paper and explain.) Lisa and I will come around to pass out the surveys to each of you. Pencils will also be provided. Please don't start writing until we pass out all surveys and tell you to begin.

{Pass out surveys and pencils, ask each respondent her native language and give her the appropriate survey.}

LISA: There is no time limit to the survey. Be sure to answer each question on the survey carefully and correctly. If your parents are divorced or separated, in the questions that refer to your mother and father, you should refer to the one with whom you reside (live with). For example: If your parents are divorced and you live with your mother and stepfather, think of your step-

father on the questions that ask you about your father. When you reach the first place that says "please stop" turn your survey over so we know that you are ready to continue. If you have any questions, just raise your hand, and Jill or I will come to answer them. Are there any questions? You may begin.

{Students take survey}

JILL - First stop: In this section we are wondering about your mother and father's time as well as your brother's, sister's and your own.

LISA - Second stop: This section will be comparing you and your sisters (if you have any) to your brothers (if you have any). If you do not have any BROTHERS, please skip to question number 30 and begin there. When your survey is complete, please turn it face down and we will come around to pick it up.

Jill: Thank you again for completing our questionnaire. You've really helped us a lot. Please keep the Ball state pencils. Thanks.

1. In which country have you lived most of your life? (circle one)

Mexico Japan Spain Panama Germany
Saudi Arabia U.S.A. Other _____

2. How old are you? _____

3. What is your religious affiliation? (circle one)

Catholic Muslim Protestant Jewish Other _____

4. Do you have any brothers or sisters? (circle one) No (go to #6) Yes -- How many? _____

5. Please list the ages of your brothers and sisters in the blanks, listing from top to bottom, the oldest to the youngest; remember to include yourself. (Put a *** by which one you are.)

Oldest Boy 1 _____ Boy 3 _____ Oldest Girl 1 _____ Girl 3 _____
Boy 2 _____ Boy 4 _____ Girl 2 _____ Girl 4 _____

6. What is the education level of your parents? (check one)

Mother:

Some high school _____
High school graduate _____
Technical school _____
Some college _____
College graduate _____
Attended or completed
graduate school _____

Father:

Some high school _____
High school graduate _____
Technical school _____
Some college _____
College graduate _____
Attended or completed
graduate school _____

7. Does your Mother work for income? (Do not include work around the house.) (check one)

No _____ (go to #8) Yes _____ What is her occupation? _____

8. Does your Father work for income? (Do not include work around the house.) (check one)

No _____ (go to #9) Yes _____ What is his occupation? _____

9. In which of these activities do you participate in your free time while you are in your home country?

(Activities during school hours would not be include in your free time, but reading for enjoyment would.)

Put a check to the right of each in which you participate while in your home country.)

Just being with friends _____	Dance classes _____	Dating _____
Music/Voice activities _____	Napping _____	Watching TV _____
Going to dances/parties _____	Reading/Writing _____	Track _____
Being with family _____	Basketball _____	Babysitting _____
Attending sports events _____	Volleyball _____	Bicycling _____
Going to the beach _____	Swimming _____	Tennis _____
Church activities _____	Shopping/Mall _____	Aerobics _____
Listening to music _____	Talking on phone _____	Travel _____
Driving a car _____	Girl Scouts _____	4-H _____
Movies/Plays/Musicals _____	Football _____	Soccer _____
Job(not at home) _____	Homework _____	Computers _____

10. From the list above, choose the 5 activities to which you dedicate the most time.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | |

11. Taking 100 points, distribute them over these 5 activities as to how much time you spend on each.

Activity 1 -- _____pts.	Activity 4 -- _____pts.	
Activity 2 -- _____pts.	Activity 5 -- _____pts.	(Remember: the total of all these
Activity 3 -- _____pts.	Total 100pts.	should equal 100 pts.)

12. For each of the 5 activities listed above please use the letters below to describe who decided that you participate in these activities. (You may use each letter more than once.)

A- your father alone	E- you and your father
B- your mother alone	F- your parents together
C- you alone	G- you, your mother and father
D- you and your mother	H- other _____

Activity 1 -- _____ Activity 2 -- _____ Activity 3 -- _____ Activity 4 -- _____ Activity 5 -- _____

13. Using the same letter codes above, who decided that you should attend MHA? _____

14. Has your family taken vacations together? (circle one) Yes No (go to #16)

15. Who usually makes the decision on where you go? (check one)

Your Father _____	Mother & Father together _____	Children get to choose _____
Your Mother _____	Entire Family _____	You alone _____

16. At what age are you allowed to go out on a date with a boy with or without a chaperone? _____yrs. old

17. How old do the girls in your family have to be to go out on a date without a chaperone? (Check one)
(example: If the girls no longer need a chaperone once they turn 17, then check 17.)

15 _____	17 _____	19 _____	Always need a chaperone _____
16 _____	18 _____	Never need a chaperone _____	until married

PLEASE STOP HERE !!

18. Carefully consider what your mother does on a typical weekday. If she has a job, just consider the time when she is not at work. Think about the activities listed below, and distribute a total of **100 points** according to how much **time** she spends on each. (Remember that Boy 1 means the oldest boy in your family, etc.)

<input type="text"/> _____	_____	Time spent with Boy 2
<input type="text"/> _____	_____	Time spent with Boy 3
<input type="text"/> _____	_____	Time spent with Boy 4
<input type="text"/> _____	_____	Time spent with Girl 1
<input type="text"/> _____	_____	Time spent with Girl 2
<input type="text"/> _____	_____	Time spent with Girl 3
<input type="text"/> _____	_____	Time spent with Girl 4

_____ Herself (reading, exercise, cards with friends, etc.)
 _____ Her husband (Going out together without children)
 _____ The family as a whole (Going out together, eating, praying, etc.)
 _____ Work around the house
 _____ Time spent with Boy 1 (Talking, helping with homework, doing things for him)

19. Now consider your father, and distribute a total of **100 points** according to how much **time** he spends on each.

<input type="text"/> _____	_____	Time spent with Boy 2
<input type="text"/> _____	_____	Time spent with Boy 3
<input type="text"/> _____	_____	Time spent with Boy 4
<input type="text"/> _____	_____	Time spent with Girl 1
<input type="text"/> _____	_____	Time spent with Girl 2
<input type="text"/> _____	_____	Time spent with Girl 3
<input type="text"/> _____	_____	Time spent with Girl 4

_____ Himself (Reading, exercise, cards with friends, etc.)
 _____ His wife (Going out together without children)
 _____ The family as a whole (Going out together, eating, praying)
 _____ Work around the house
 _____ Time spent with Boy 1 (Talking, helping with homework, doing things for him)

20. Please think about each one of your brothers and/or sisters **as well as yourself**. Each person will have **100 points of time**. Please distribute the 100 points the way you think this person spends his/her time. (Example: Fill in Girl 1 in the blank beside "person" when you are talking about the oldest girl in your family, etc. Remember to put a * by which one you are.)

Person-- _____

_____ Recreation
 _____ Help around the house
 _____ Academics
100 **Total**

Person-- _____

_____ Recreation
 _____ Help around the house
 _____ Academics
100 **Total**

Person-- _____

_____ Recreation
 _____ Help around the house
 _____ Academics
100 **Total**

Person-- _____

_____ Recreation
 _____ Help around the house
 _____ Academics
100 **Total**

Person-- _____

_____ Recreation
 _____ Help around the house
 _____ Academics
100 **Total**

Person-- _____

_____ Recreation
 _____ Help around the house
 _____ Academics
100 **Total**

Person-- _____

_____ Recreation
 _____ Help around the house
 _____ Academics
100 **Total**

Person-- _____

_____ Recreation
 _____ Help around the house
 _____ Academics
100 **Total**

21. What do you think your parents want for you to accomplish in life? (Examples: To play a musical instrument, to have a family, to have social graces, to make lots of money)

Please list between five and eight.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

PLEASE STOP HERE !!

22. If you have a brother(s), what do you think your parents want for him/them to accomplish in life?

Please list between five and eight.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

23. Are there some things that your brother(s) are allowed to do because he(they) are boys that you, or your sister(s) are not allowed to do because you are girls? (Check one) Yes _____ No _____

If you checked Yes for #23, please list.

1. _____
2. _____
3. _____
4. _____
5. _____

24. Are there any things that you, or your sisters are allowed to do because you are girls that your brother(s) are not allowed to do because he(they) are boys? (Check one) Yes _____ No _____
If yes, please list.

1. _____
2. _____
3. _____
4. _____
5. _____

25. Are there any activities or chores that your parents require your brother(s) to do because they are boys that they do not require of you or your sister(s) because you are girls? (Check one) Yes _____ No _____
If yes, please list.

1. _____
2. _____
3. _____
4. _____
5. _____

26. Are there any activities or chores that your parents require of you or your sister(s) because you are girls that they do not require of your brother(s) because you are boys? (Check one) Yes _____ No _____
If yes, please list.

1. _____
2. _____
3. _____
4. _____
5. _____

27. Do your parents ever require your brother(s) to have a chaperone when on a date?

(Check one) Yes _____ No _____ Sometimes _____

28. If they are required to have a chaperone, at what age are they first allowed to date with a chaperone? _____

29. At what age are your brother(s) allowed to date without a chaperone? _____

30. Do your parents have different rules for your younger brother(s)/sister(s) than they had for you when you were their age? (Check one)

Yes _____ No _____ I don't have younger brother(s)/sister(s) _____

31. If you checked Yes for # 30, please explain how the rules differ in the space below.

32. Do your parents have different rules for you than they had for your older brother(s)/sister(s) when they were your age? (Check one)

Yes _____ No _____ I don't have older brother(s)/sister(s) _____

33. If you checked Yes for # 32, please explain how the rules differ in the space below.

34. Do your parents give you an allowance? (Check one) Yes _____ No _____

35. Describe the allowances you, your brother(s) and sister(s) receive, using the following scale. You may use the same number more than once.

5=Most allowance

4

3

2

1

0=Zero allowance

Boy 1 _____

Boy 2 _____

Boy 3 _____

Boy 4 _____

Girl 1 _____

Girl 2 _____

Girl 3 _____

Girl 4 _____

36. Please check the household services below which are done by someone outside your family in your home country.

_____ cleans your house

_____ does your laundry

_____ cooks

_____ mows your lawn

_____ washes all of your cars

_____ chauffeur

_____ tutors the children

_____ tends flower beds/hedges

37. Which of the products/items/services listed below do you consider to be your own, even if you didn't pay for the item with your own money? (check as many as apply)

_____ car

_____ credit card

_____ bank account

_____ stereo

_____ T.V.

_____ computer

_____ own room

_____ bike

_____ musical instrument

_____ your own pet

1. ¿En cuál país ha vivido la mayor parte de su vida? (encierre en un círculo)

México Japón España Panamá Alemania
Arabia Saudita E.E.U.U. Otro _____

2. ¿Cuántos años tiene Ud.? _____

3. ¿A cuál religión pertenece Ud.? (encierre en un círculo)

Católica Protestante Musulmana Judía Otra _____

4. ¿Tiene Ud. hermanos? (encierre en un círculo) No (pase al #6) Sí --¿Cuántos? _____

5. Por favor dé las edades de sus hermanos en los espacios correspondientes de mayor a menor, incluyéndose a Ud. misma. (Ponga un "*" junto a la que es Ud.)

(Mayor) Hermano 1 _____ Hermano 3 _____ (Mayor) Hermana 1 _____ Hermana 3 _____
Hermano 2 _____ Hermano 4 _____ Hermana 2 _____ Hermana 4 _____

6. ¿Cuál es el nivel educativo de sus padres? (marque uno)

Madre:

Parte de la preparatoria _____
Graduada de la preparatoria _____
Escuela técnica _____
Parte de la universidad _____
Graduada de la universidad _____
Asistió o completó estudios de post-grado _____

Padre:

Parte de la preparatoria _____
Graduado de la preparatoria _____
Escuela técnica _____
Parte de la universidad _____
Graduado de la universidad _____
Asistió o completó estudios de post-grado _____

7. ¿Tiene empleo de tipo remunerativo su madre? (No incluya trabajo de la casa.) (marque uno)

No _____ (Pase al #8) Sí _____ ¿Cuál es su ocupación? _____

8. ¿Tiene empleo de tipo remunerativo su padre? (No incluya trabajo de la casa.) (marque uno)

No _____ (Pase al #9) Sí _____ ¿Cuál es su ocupación? _____

9. Cuando está en su país, ¿en cuáles de estas actividades participa Ud. en su tiempo libre? (Actividades durante las horas de escuela no se incluyen en su tiempo libre, pero leer por placer sí se incluye.) Marque a la derecha las actividades en las que participa en su país.

Estar con amigos	_____	Clases de baile	_____	Salir con muchachos	_____
Música (tocar o cantar)	_____	Siestas	_____	Ver televisión	_____
Ir a bailes/fiestas	_____	Leer/escribir	_____	Pista y campo	_____
Estar con la familia	_____	Básquetbol	_____	Cuidar niños	_____
Asistir eventos deportivos	_____	Vólibol	_____	Ciclismo	_____
Ir a la playa	_____	Natación	_____	Tenís	_____
Actividades de la iglesia	_____	Ir de compras	_____	Aeróbicos	_____
Escuchar música	_____	Hablar por teléfono	_____	Viajar	_____
Manejar coche	_____	Girl Scouts	_____	4-H	_____
Cine/teatro	_____	Fútbol Americano	_____	Fútbol	_____
Trabajo (no en la casa)	_____	Tarea	_____	Computación	_____

10. De la lista anterior, escoja las 5 actividades a las cuales Ud. dedica más tiempo.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | |

11. Usando 100 puntos, distribúyalos sobre estas 5 actividades, indicando cuanto tiempo dedica Ud. a cada una.

Actividad 1 -- _____ puntos	Actividad 4 -- _____ puntos	
Actividad 2 -- _____ puntos	Actividad 5 -- _____ puntos	(Acuérdese que el total de éstas actividades debe ser 100 puntos.)
Actividad 3 -- _____ puntos	Total 100 puntos	

12. Por cada una de las 5 actividades arriba mencionadas, use las siguientes letras como una guía para describir quien decidió que Ud. participara en dichas actividades. (Cada letra puede ser usada más de una vez.)

A- sólo su padre	E- Ud. y su padre
B- sólo su madre	F- ambos padres
C- sólo Ud.	G- Ud. y sus padres
D- Ud. y su madre	H- otra persona _____

Actividad 1 -- _____ Actividad 2 -- _____ Actividad 3 -- _____ Actividad 4 -- _____ Actividad 5-- _____

13. Usando las mismas letras, ¿quién decidió que Ud. asistiera a MHA? _____

14. ¿Ha tomado vacaciones junta su familia? (encierra en un círculo) Si No

15. ¿Generalmente quién toma la decisión de donde ir? (marque uno)

Su padre _____	Los hijos escojen _____
Su madre _____	Toda la familia _____
Solo Ud. _____	Sus padres _____

16. ¿A qué edad puede Ud. salir con muchachos con o sin chaperon? _____ años

17. ¿A qué edad pueden las chicas de su familia salir con chicos y sin chaperón? (marque uno)
(Por ejemplo: Si las chicas ya no necesitan chaperón cuando cumplen los 17 años, marque Ud. 17.)

15 _____	19 _____
16 _____	Nunca necesitan chaperón _____
17 _____	Siempre necesitan chaperón hasta que se casen _____
18 _____	

¡ALTO AQUI !

18. Considere Ud. cuidadosamente lo que hace su madre en un día típico. Si tiene ella un trabajo, nada más considere el tiempo que no está en su trabajo. Piense en las actividades apuntadas abajo, y distribuya 100 puntos de acuerdo a cuanto tiempo ella le dedica a cada una. (Acuérdese de que Hijo 1 quiere decir el chico mayor de su familia, etc.)

<input type="text"/> Ella misma (leer, ejercitar, jugar cartas con las amigas, etc.)	<input type="text"/> Tiempo con Hijo 2
<input type="text"/> Su esposo (salir juntos sin los hijos)	<input type="text"/> Tiempo con Hijo 3
<input type="text"/> Toda la familia (salir juntos, comer, orar, etc.)	<input type="text"/> Tiempo con Hijo 4
<input type="text"/> Trabajo de la casa	<input type="text"/> Tiempo con Hija 1
<input type="text"/> Tiempo con Hijo 1 (Platicar, ayudarle con su tarea, hacer cosas para él)	<input type="text"/> Tiempo con Hija 2
	<input type="text"/> Tiempo con Hija 3
	<input type="text"/> Tiempo con Hija 4

19. Ahora considere a su padre, y distribuya los 100 puntos de acuerdo a cuanto tiempo le dedica él a cada una.

<input type="text"/> El mismo (leer, ejercitar, jugar cartas con los amigos, etc.)	<input type="text"/> Tiempo con Hijo 2
<input type="text"/> Su esposa (salir juntos sin los hijos)	<input type="text"/> Tiempo con Hijo 3
<input type="text"/> Toda la familia (salir juntos, comer, orar, etc.)	<input type="text"/> Tiempo con Hijo 4
<input type="text"/> Trabajo de la casa	<input type="text"/> Tiempo con Hija 1
<input type="text"/> Tiempo con Hijo 1 (platicar, ayudarle con su tarea, hacer cosas para él)	<input type="text"/> Tiempo con Hija 2
	<input type="text"/> Tiempo con Hija 3
	<input type="text"/> Tiempo con Hija 4

20. Por favor piense en cada uno de sus hermanos, y también en Ud. misma. Cada persona tiene 100 puntos de tiempo. Por favor distribuya los 100 puntos en la manera que Ud. piensa que cada persona dedica su tiempo. (Ejemplo: ponga "chica 1/chico 1" en el espacio junta a "Persona" cuando habla de la chica/chico mayor de su familia, etc. Acuérdese de poner un "*" junto a la que es Ud.)

Persona-- _____

Recreación
 Trabajo de la casa
 Estudios
100 Total

Persona-- _____

Recreación
 Trabajo de la casa
 Estudios
100 Total

Persona-- _____

Recreación
 Trabajo de la casa
 Estudios
100 Total

Persona-- _____

Recreación
 Trabajo de la casa
 Estudios
100 Total

Persona-- _____

Recreación
 Trabajo de la casa
 Estudios
100 Total

Persona-- _____

Recreación
 Trabajo de la casa
 Estudios
100 Total

Persona-- _____

Recreación
 Trabajo de la casa
 Estudios
100 Total

Persona-- _____

Recreación
 Trabajo de la casa
 Estudios
100 Total

21. En su opinión, ¿qué es lo que sus padres quieren que Ud. logre en su vida? (Ejemplos: tocar un instrumento musical, tener una familia, tener buena educación, ganar mucho dinero, etc.)

Por favor liste entre cinco y ocho.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

¡ALTO AQUI!

22. Si tiene Ud. hermanos, en su opinion, ¿qué es lo que sus padres quieren que ellos logren en su vida? Por favor liste entre cinco y ocho.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

23. ¿Hay ciertas cosas que a sus hermanos se les permite hacer porque son hombres, pero a Ud. y sus hermanas no porque son mujeres? (marque uno) Si _____ No _____

Si la respuesta es "Sí", por favor menciónelas abajo.

1. _____
2. _____
3. _____
4. _____
5. _____

24. ¿Hay ciertas cosas que a Ud. y sus hermanas se les permite hacer porque son mujeres, pero a sus hermanos no porque son hombres? (marque uno) Sí _____ No _____
Si la respuesta es "sí", por favor menciónelas abajo.

1. _____
2. _____
3. _____
4. _____
5. _____

25. ¿Hay ciertas actividades o trabajos que sus padres exigen a sus hermanos porque son hombres que no exigen a Ud. o sus hermanas porque son mujeres? (marque uno) Sí _____ No _____
Si la respuesta es "Sí", por favor menciónelas abajo.

1. _____
2. _____
3. _____
4. _____
5. _____

26. ¿Hay ciertas actividades o trabajos en casa que sus padres exigen a Ud. o sus hermanas porque son mujeres que no exigen a sus hermanos? (marque uno) Sí _____ No _____
Si la respuesta es "Sí", por favor menciónelas abajo.

1. _____
2. _____
3. _____
4. _____
5. _____

27. ¿Sus padres requieren que sus hermano(s) lleven chaperón cuando salen con muchachas (novia)?

(marque uno) Sí _____ No _____ A veces _____

28. Si requieren chaperón, ¿a qué edad pueden salir con su novia y con chaperón? _____

29. ¿A qué edad pueden sus hermano(s) salir con novia sin chaperon? _____

30. ¿Tienen sus padres reglas diferentes para sus hermanos menores de las que tenían para cuando Ud. era de esa edad?

(marque uno) Sí _____ No _____ No tengo hermanos menores _____

31. Si marcó "Sí" en el #30, favor de explicar en el espacio siguiente como son distintas las reglas.

32. ¿Tienen sus padres reglas diferentes para Ud. de las que tenían para sus hermanos mayores cuando ellos eran de su edad?

(marque uno) Sí _____ No _____ No tengo hermanos mayores _____

33. Si marcó "Sí" en el #31, favor de explicar en el espacio siguiente como son distintas las reglas.

34. ¿Le dan sus padres para sus gastos? (marque uno) Si _____ No _____

35. Describa su remesa y la de sus hermanos usando la escala siguiente. Se puede usar un número más de una vez.

5 = La remesa más grande

4

3

2

1

0 =Ningún dinero

Hermano 1 _____

Hermano 2 _____

Hermano 3 _____

Hermano 4 _____

Hermana 1 _____

Hermana 2 _____

Hermana 3 _____

Hermana 4 _____

36. Por favor marque cuáles de los siguientes trabajos de casa en su país son llevados a cabo por alguien de fuera de su familia.

_____ limpiar la casa

_____ lavar la ropa

_____ cocinar

_____ cortar el césped

_____ lavar el coche

_____ chofer(conductor)

_____ clases privadas para los niños

_____ cuidar el jardín

37. ¿Cuáles de los siguientes productos, artículos, o servicios Ud. considera como suyos, aunque Ud. no pagó por ellos?

_____ coche

_____ televisión

_____ su mascota

_____ tarjeta de crédito

_____ computadora

_____ instrumento musical

_____ cuenta bancaria

_____ su recámara

_____ bicicleta

_____ estéreo